



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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GRANTS ADMINISTRATION

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title
Email Phone

Signature  Date

Grant Writer Name Signature  Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is **not** an employee of the applicant organization.

RFA # **701-18-106** SAS # **277-19**

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-031

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Need of qualified, motivated teachers to teach educational dual credit courses within the Education and Training Career Cluster	This grant will allow us to have teacher(s) receive their M.ED degrees. With a partnership with Northeast Texas Community College and Texas A&M Texarkana and Commerce branches, we will teach instructional practices as a dual credit class in the high school and a Practicum dual credit in Education and Training as a work place experience on all six our campuses.
Need to identify and recruit students that exhibit characteristics of educators as well as recruit quality students to enter the Education and Training career cluster to meet the needs of future faculty openings.	As a DOI, MPISD has a high percentage of teachers in core areas working on their certification via alternative means. By identifying current students and providing them with classes in education, we can recruit those that live near and attend our schools to get the degrees and certifications necessary for employment
Student exposure to the teaching profession to build a pipeline of local teachers starting with early education through 12th grade.	Mount Pleasant will initiate a program that identifies young students in elementary classrooms that show interest in teaching and would benefit from student led, educator in training classes that fostered the helpful and creative minds of young students and pipeline those students through the career cluster.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

SMART goal is to recruit, educate, and retain highly qualified staff in core and ECE content areas through the education cluster within the CTE program. Students will take a series of classes along with their basics beginning with "Principles and Human Growth" as Freshmen and Sophomores, "Instructional Practices" their Junior year and "Practicum in Education and Training" their Senior year will be dual credit and they will continue to gain observation hours toward their degree. Graduating Seniors will take the Paraprofessional II certification and be hired by MPISD if qualified, while continuing an in school internship along with night and online classes to obtain teacher certification. Timeline for students from Freshmen to certification is 7 years. High quality graduates will be hired by MPISD upon completion of degree and certification.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Identify and recruit prospective students for the Grow Your Own Program and the Education and Training Career Cluster. Enroll chosen candidate(s) into a Master's program with TAMU-Commerce. Enroll recruited students in the CTE career cluster. Update the MOU with NTCC to include ECE courses funded by the CTE program as dual credit. Begin offering dual credit classes in 2019-2020 school year. Maintain classes in Instructional Practices and Practicum in Education and Training with increasing numbers of enrollees. Measurable results include the identified number of candidates in the Grow Your Own Program and numbers would represent an increase from previous years and continue throughout the program. Measurable results would also include student satisfaction as determined by surveys and student interviews. Affiliation with TAFE as an ongoing chapter as well as membership with ASCD and Educators Rising

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Student participation, grades, PEIMS data, discipline referrals, satisfaction surveys with collaborating campuses and NTCC and other data will be used to gauge year to date performance, satisfaction and enrollment in the program. Data will be used to determine if adjustments need to be made in the program. If needed, adjustments on a programmatic or site level basis will be determined and implemented with monitoring by additional data and surveys. Students will have competed in at least one TAFE event or FCCLA education related event. Student enrollment for the following year in dual credit classes intended to obtain a degree will be determined and MPISD expects to see an increase in students enrolling in the Education Career Cluster.

Third-Quarter Benchmark

MPISD will determine a master schedule, faculty placement, and success of the program through student grades, participation, PEIMS reports, satisfaction surveys and early enrollment of the Education Cluster. Student data, teacher/ collaborating campus input and previous data will determine both the success and adjustments needed for the program in the following year. Information provided at Advisory Committee meetings held annually will be utilized to make necessary changes for the next school year. The school principal, CTE director and community stakeholders will review all relevant data and surveys to determine necessary adjustments if needed to the program. The number of students interested in the teaching profession will also be measured and tracked.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Data collections will be through PEIMS and will include the number of participants served, student grades, and passing rates, attendance and discipline rates for those enrolled in the Education Cluster. Data will be analyzed by CTE faculty, CTE Director, High School Principal, community stakeholders and high school counselors as well as the Advisory Committee. The project director will formulate and administer "Satisfaction Surveys" and share with CTE staff, to provide data on programmatic activities each semester. If benchmarks do not show progress, adjustments will be made when warranted. These will be discussed during regularly scheduled meetings and problems and concerns will be addressed. If it is determined that progress is not being made during benchmark, student surveys, interviews and site visits, the district will determine what adjustments in schedules, curriculum, faculty assignments or other areas as identified need to be made. Qualitative data will be collected by the project director and shared with CTE staff on a monthly basis as well as site visits and feedback from partners and collaborating campuses. The feedback will be utilized in recommendations for improvements to the program on the programmatic and site level basis.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- ☒ Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Mount Pleasant ISD will utilize this grant to:

1. Recruit and select a highly qualified teacher to obtain an M.ED to teach dual credit curriculum in Education through current partnership with NTCC.

Candidates selected for the tuition assistance would be required to:

- a) Sign an MOU with MPISD to remain as a teacher at MPISD for 5 years after date of initial disbursement of grant funding.
- b) Complete the M.ED degree in the established time frame of the grant.
- c) Demonstrate proven track record of measurable progress and student achievement.
- d) Evidence of meaningful student involvement in TAFE/FCCLA
- e) Evidence of strong evaluation ratings.
- f) Recommended by colleagues/supervisors and students
- g) Evidence of collaboration with colleagues and supervisors
- h) Evidence of strong interpersonal skills
- i) Willingness to support the Education Cluster by teaching dual credit classes in Instructional Practices and/or a Practicum in Education and Training.

2. Enrich the current MPISD Education and Training Career Cluster to include dual credit classes while providing training for best practices through Professional Development and Professional Organizations that support the field of education and curriculum and instruction. MPISD has recognized the need for certified educators within our region and our local community. The Grow Your Own Grant will provide additional training and class options for students pursuing a post secondary degree, at the high school level. The already established program would be enriched with the dual credit offerings and potential certifications in Paraprofessional II after graduation of high school. This grant will provide at least one teacher the opportunity and funds to complete their M.ED within the established time-frame of said grant. MPISD will promote the field of education and provide a pipeline of teachers by expanding the presence and marketing the profession within our community and schools. Service learning opportunities for high school students will be available. Beginning the Fall of 2019, a program of early identification will be initiated at the local elementary schools in an effort to promote the profession with young students who wish to be teachers. Goals to foster the development of those students will be determined by each campus and student participation. Surveys will be given to administration to determine the most effective means of communication and support for the young educators in training.

As current members of TAFE and FCCLA, students will compete in at least one event in either or both organizations. Mount Pleasant ISD has already established an MOU with NTCC to provide courses for dual credit classes. NTCC indicated that they will support the implementation of dual credit classes in Instructional Practices and/or a Practicum in Education and Training by adding EDUC 1301 to the MOU for the Fall of 2019 adding EDUC 2301 by Fall of 2020.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit 1 X \$11,000 = 11,000

Number of teachers who are teaching Education and Training courses, but not for dual credit 1 X \$5,500 = 5,500

Number of high schools with existing Education and Training courses in 2018-2019 1 X \$6,000 = 6,000

Number of high schools without existing Education and Training courses in 2018-2019 0 X \$9,000 =

Total Request for Pathway 1 22,500

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification X \$11,000 =

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Teacher Stipend	10,000
Taxes and Benefits	1,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Tuition	5,000

SUPPLIES AND MATERIALS (6300)

Textbooks for master teacher	500

OTHER OPERATING COSTS (6400)

Participation in TAFE and FCCLA conference and events	3,000
Travel for Teacher Institute @ TEA	1,500
ASCD membership and conference for Teacher	1,500

Total Direct Costs 22,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

1,000

TOTAL AMOUNT REQUESTED

23,500

Total Direct Costs plus Indirect Costs